Unit 1.3

Identity: What does it mean to BE?

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| Essential Questions |
| * What does it mean to be an American? * What does it mean to have identity? * Who determines your identity: society, family, or you? * Can you have freedom without identity? * Can a person change their identity (i.e. not just their name, clothing, and location, but who they are inside?) |
| Course: English Honors  Grade Level: 10  Designed by: Megan M. Springs  CI 454E  Fall 2014 |

Rationale

Students must learn to work as a part of a classroom community and learn to find pleasure and satisfaction in the expression of their ideas and the ideas of others. The highlighted unit in this packet is the third unit within the first semester. The academic year has been divided into two semesters, and each semester contains sub-themes that support an overarching theme for the semester. Each unit has been designed to build on former lessons and support student skill sets and knowledge that they will need to complete the following unit of study. Throughout the first semester, each unit will address the same weekly objectives as they relate to the different types of media that students will read and analyze. These weekly objectives include: Sensory Details, Mood, Author Perspective, Organization, and Processes for Writing.

The general organization of each semester and unit is in part modeled after Chapter 4: of Peter Smogorinsky’s text, Teaching English by Design. Smogorinsky’s ideas on creating “overall coherence [and meaningful learning] in the students’ experiences” through “curricular conversations: the overarching concepts that allow for extended explorations of key ideas and that provide continuity across various units” inspired me as I considered what and how I wanted my students to learn, as well as what I believe will be meaningful to them as individuals and prepare them for life learning. I wanted to give students a deeper understanding of concepts within different media and how they can utilize them in their own personal and academic reading and writing endeavors. My desire for the lessons that students learn from these units is that they are taken beyond the classroom and support life-long literacy of media, culture, and identify for my students.

Prior to beginning Unit 1.3, students will have completed an introductory unit to the course that will introduce them to procedures for success in my classroom, their own learning needs as individuals, and their personal writing interests as authors. Students will have also completed an introductory unit on prose fiction; where they will have learned foundational information about writing through experience with fiction. Each of the five weekly objectives will have already been discussed in Units 1.1 and 1.2, including: Sensory Details, Mood, Author Perspective, Organization, and Processes for Writing. I intend that this ritual of investigative practice will help students create a habit for procedures of learning in my classroom and learn to recognize and analyze these ideas on their own as well.

Unit 1.3 begins with an introduction to American literature as a unique genre and highlights different literature and media, both classic and modern, which provide students with examples of the idea of identifying as an American. Students encounter a wide range of media including: digital photographs, music videos, historical texts, and a short story that exemplify American cultural themes. Students will read various types of literature in which they apply background knowledge to create inferences about American culture as a unique identity, listen and analyze different kinds of music, identify sensory details, and practice application of learned concepts in a formative writing assessment.

The overarching objective for Week 2 of Unit 1.3 is identifying and creating mood in narrative essays. Students will utilize Peter Elbows strategy for “Free Writing” in order to respond to two essential questions: what it means to have identity and who determines identity for each person. Students will also participate in a Directed Reading and Thinking Activity (DR & TA) with a modified Question and Answer Relationship, as they read and evaluate concepts related to conflict, identity, and imagery in Julia Alvarez’s poem, “Exile” (Bomer, p. 94, 99). I chose this activity because it allows students to take on the role of a scientist as they investigate how the author creates mood in her poem and why this is significant to her cultural identity as an author and a person. This week, students will write their first formal essay of the unit and participate in a peer editing workshop; where they will provide Praise, Question, Polish (PQP) on peer work. Smogorinski advocates for consistent opportunities for peer feedback in chapter 7, “Responding to Student Writing,” of his text, Teaching English by Design. I utilize Kaminski’s PQP strategy often in weekly assignments as a continued process for improved writing; as students receive feedback and take on the role of “critical readers” of peer work (Smogorinski, p. 98).

In week 3, students learn to identify and analyze author perspective in both poetry and visual media. Students read “Pawn Shop” by Sherman Alexi, which highlights the Native American struggle to overcome the decimation of their culture and people as Western European culture continues to thrive in America. I chose this particular text in order to do two things: I wanted to create an opportunity for students to read poems with a variety of structures and cultural themes, as well as ask students to think about what it means for a Native American to identify as American. Most of the other texts selected highlight immigration or natural born American identity. This poem, as well as the following day’s visual art by Kara Walker offers a different perspective on what can be a very grey American identity. Students also read a short story by Joanne Hypolite that highlights what it means for someone to have two kinds of American identities. This supports ideas presented in Alexi’s and Walker’s work, as well as provides additional learning opportunities for historical context of African American Civil rights in the United States. Instead of a formal writing assignment for this week, students will create their own silhouette image and write a short, informal explanation about their artistic choices and how their art reflects their own identity as a person.

In week 4, students learn about how a narrative is organized in order to create specific effects for the reader. Students participate n a jigsaw reading and discussion as they compare the structure of the first chapter of Maxine Hong Kingston’s Warrior Woman, “No Name Woman” with their previously learned knowledge of the way that a fiction narrative is structured, in order to recognize the literary elements that create a personal narrative. In addition, students will have the opportunity to mutually compose a list of interview questions to ask Ms. Kingston and speak with her in a pre-arranged video chat. I will encourage students to ask questions about her writing processes, what inspired this personal narrative, and discuss her message and purpose behind her writing. The video chat incorporates the use of technology for communication purposes in which students can directly interact with the author. It also provides an opportunity for students to meet the author in person and create a personal connection with her and her work.

After the video chat, students will complete a journal log that will relate their feelings and experiences during the interview. Optional leads will be provided that will help them consider questions they may have liked to ask, what they wanted to know more about, a comparison of their impressions before and after meeting Ms. Kingston, as well as information related to what they have learned as writers.

There are also a few independent reading days that I have scheduled throughout the unit. These activities are not “fillers,” they are purposely intended to provide students with opportunities within the class time to simply read for pleasure and grow their reading illiteracies and practices. On pages 52 – 56 of his text, Building Adolescent Literacy in Today’s English Classrooms, Randy Bomer advocates for special time given to students where they can read for pleasure on their own terms because this creates a reading routine that help students become avid readers. Allowing students to lie down on the floor, stretch out across two desks, or otherwise selecting their reading place in the room or even outside of the classroom, encourages students to find ways of reading that is comfortable and pleasurable to them. I want to create these opportunities for my own students, regardless of the many other activities that we are busy completing throughout the year. I want them to learn that reading isn’t just about passing a test or writing an essay. I want them to know that reading is fun.

The unit also includes an opportunity for students to experience alternative literature as they read and discuss Gene Luen Yang’s graphic novel, American Born Chinese. Students will receive background information on the author, complete their own graphic text in the form of a comic strip, and relate Yang’s story to how cultural expectations can create obstacles for others who do not share our individual culture and how we can overcome this as a school community.

The last two weeks of this unit are devoted to a writing workshop in which students will brainstorm, draft, and edit their own personal narratives. Peer review plays a major role in the drafting and editing processes, as well as the introduction of different brush stroke techniques through daily mini-lessons in order to help give students ideas on new ways that they can continue to make their essays shine. In addition to the writing assignment, students will also construct their own culture mask that will present who they are as individuals. On the final day of class, students will showcase their work for each other in a gallery walk and work will be displayed in the classroom.

The more that I reflect on my own experience as a teacher and what I want to do for my students, I realize that my teaching philosophy rests on two main principals: students must learn to belong to and participate in a classroom community and what they learn in class must be something that is useful and meaningful to them in life as individuals. By creating lessons for students to engage in multiple experiences with each concept and providing them with opportunities to express those experiences with a community minded perspective.

**Your Name:** Megan Springs

**Grade Level/Course:** 10 - English II

**Unit Title:** Identity: What does it mean to BE?

**Unit Texts (print and non-print):**

* **Novel(s):** 
  + *American Born Chinese* by Gene Luen Yang (Graphic Novel) (240 pages)
* **Short Story/Vignette:**
  + *Dyaspora* by Joanne Hyppolite (Short Story)
  + *The Legend of Sleepy Hollow* by Washington Irving
  + *Woman Warrior* by Maxine Hong Kingston (Ch. 1)
* **Poems:**
  + *Pawn Shop* by Sherman Alexie (Poem)
  + *Exile* byJulia Alvarez (poem)
* **Videos/Film:**
  + Interview with Kara Walker (Video)
  + Interview w/ Gene Luen Yang (video)
* **Essays/Informational Texts:**
  + Biography: Kara Walker
  + Biography: Washington Irving
  + Statements from 10 year olds from across America
  + Biography: Joanne Hyppolite
  + Introduction to Gene Luen Yang
  + Power Point Presentation: Author Biography: Gene Luen Yang
  + Introduction to Graphic Novels and Art (History and Digital Art)
  + Author Biography: Maxine Hong Kingston
  + Visit Maxine Hong Kingston’s facebook page
  + Request Author Video Chat: Maxine Hong Kingston
* **Artwork:**
  + Introduction and Discussion: Kara Walker (Digital Images)
  + Grant Wood, American Gothic, 1930 (Digital Image)
  + *The First Thanksgiving* by Jean Leon Gerome Ferris (Digital Image)
  + *Betsy Ross 1777* by Jean Leaon Gerome Ferris (Digital Image)
  + *Brawn and Iron* by Owen Smith (Digital Image)
  + *Coke Advertisement (Digital Image)*

<http://paintings-art-picture.com/American-illustrators/imagepages/image57.htm>

* **Other:** 
  + “Ragged Old Flag” by Johnny Cash (Song/Audio)
  + “Dominique” by The Singing Nun (Song/Audio)
  + “Centuries” by Fall Out Boy (Song/Audio)

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| **Stage 1 – Desired Results** | |
| **Established Goals (NCTE/IRA Standards): Unit 1.3**  Reading Standards:   * RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RL 9-10.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. * RL 9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grade 9 or 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.   Writing Standards:   * W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * W 9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.   Speaking and Listening:   * SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * SL 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.   Language – Conventions of Standard English:   * L 9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   Language – Knowledge of Language:   * L 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.   Language – Vocabulary Acquisition and Use:   * L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gather vocabulary knowledge when considering a word or phrase important to comprehension. | |
| **Established Goals (Kansas College and Career Ready Standards):**   * *R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.* * *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | |
| **Essential Questions:**   1. What does it mean to have identity? 2. Who decides your identify? 3. If you are born from mixed ethnic heritage, e.g., African American, Asian American, etc., and you were born and raised in the United States, are you more of one ethnicity than the other? Which do you or should you identify with? Is it possible to equally represent both? 4. What do you think it feels like to have your identity taken away? 5. Is identity more valuable than money, comfort, physical needs? 6. Can you have freedom without identity? 7. Can a person change their identity (e.g., not just their clothing, name, and location – but who they are inside)? Can a *bad* person ever really become a *good* person? | |
| ***Students will know…***   * Their own reading and writing territories * Successful self monitoring strategies * Plot * Theme * Setting – Including:   + Imagery - Sensory     - Historical Ref. Pastoral     - Tone & Mood   + Language     - Allusion     - Metaphor * Character Analysis   + Antagonist   + Protagonist     - Anti-Hero   + Round vs. Flat Characters * Narrator   + 1st, 2nd, 3rd, POV   + Authorial Voice vs. Narrator   + Narrator/Audience Relationship * Fraytag’s Pyramid   + Exposition   + Rising Action   + Climax   + Falling Action   + Resolution * Genre Reflection   + Fiction vs. Non-Fiction   + Horror, Drama, Comedy, Mystery, etc.     - Stock Characters * Vocabulary Acquisition and Maintenance Strategies | ***Students will be able to. . .***   * Identify the elements and historical relevance of the Graphic Novel Genre * Create and analyze a literary cultural context for themselves as individual writers.   + Hear and use their literary voices as individuals in writing and speaking.   + Recognize, reference, infer and evaluate cultural differences in literature * Connect, compare, and analyze historically relevant themes of cultural identity across different genres and media. * Refine previously learned skills related to fiction prose * Write a coherent representation of literature related to identity that exemplifies both their understanding of the author’s cultural context as well as the way in which the author represented his or her ideas. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**   * Whole Class Discussion * Small Group Discussion * Unit Project Choices:   + Create and present a mask representing your culture and write an essay describing why each aspect of the mask is meaningful to you and your personal and/or cultural identity.   + Write and present an argument related to the preservation or degradation of cultural and/or personal identity within a society. The argument should include an appropriate rational that conveys the benefits of this kind of social construction.   + Interview a family member or other adult who has experienced the loss of identity or has been segregated in some way due their cultural identity.     - Write a reflective essay about what you have learned from or about the person that you have interviewed and how this has affected your outlook on your own identity.   + Research a famous public figure from a time period in American history.     - Create a mock interview with that person and their responses based on what you learn about them and their identity.     - Write a letter to this person describing how what you have learned about them has affected your outlook n your own identity.     - Create a facebook page for this person that represents their identity.   + Write a personal narrative about a time when you felt out of place and how this affected the way that you feel about your own cultural/personal identity? | **Other Evidence:**   * Students will divide the novel into sections that correspond with the days allotted to complete the reading. Students will respond to each section by writing a journal entry and summery. * Unit exam includes essay, multiple choice, and short answer.   + Assessment of specific knowledge related to the novel, author, and vocabulary. * Journaling and discussion will be a part of daily tasks. |
| **Stage 3—Learning Plan** | |
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| Students will learn what it means to have identity, how our identities are directly related to our cultures. Students will read several different kinds of print and non-print texts as well as participate in a large variety of group and individual activities that incorporate various types of media. Students will also compose their own print and non-print texts in order to apply what they have learned about each topic. | |

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| **ENGLISH II Learning Activities 2014-2015:**  **Overall 2014 – 2015 Outline (Semesters 1 & 2)**   |  |  | | --- | --- | | 08/12 – 08/24 | Unit 1.1: Introduction to 10th Grade English: Reading & Writing Territories | | 08/25 – 09/05 | Unit 1.2: Introduction to Prose Fiction | | 10/06 – 11/16 | Unit 1.3: Identity – What Does it Mean to BE? | | 11/17 – 12/06 | Unit 1.4: Introduction to Poetry – Conventions & Genres | | 12/15 – 12/19 | Mid-Term Review + Project Presentations Week (Group) and Exam\* | | 01/05 – 02/15 | Unit 2.1: Introduction to Non-Fiction | | 02/16 – 03/29 | Unit 2.2: Stereotypes in Literature – Propaganda, Advertising & Politics | | 03/30 – 04/19 | Unit 2.3: Introduction to Theatre | | 04/20 – 05/10 | Unit 2.4: Epic Poetry | | 05/11 – 05/17 | Semester Review and Projects Workshop | | 05/18 – 05/21 | Final Project Presentations (Individual) and Exam\* |   **Detailed Calander of Unit 1.3 “Identity: What Does it Mean to BE?”**  **Week 1**   |  |  | | --- | --- | | 10/06 | Weekly Objective: *Sensory Details Unique to American Literature*   1. Essential question response (free-write) & Discussion:   “What does it mean to be an American?   1. Discussion: Responses from 10 year olds across America (Power Point) 2. “Ragged Old Flag” by Johnny Cash (Song/Audio) 3. Image presentation of American artwork representing American values, themes, and culture. (Print)    1. Critical Response Protocol of selected image (student choice) 4. Small Group Discussion and presentation of what it means to be American.   *R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.* | | 10/07 | 1. History of American Literature (Include themes and Genre Trends) 2. Intro to the Attributes of American Literature: Theme and Imagery (focus on how theme and imagery are used to create distinct identity)    1. Silent Discussion w/Essential Question Prompts   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 10/08 | 1. Author Biography: Washington Irving (Father of American Lit) 2. Power Point 3. Read Aloud: Short Story (Washington Irving “The Legend of Sleepy Hollow”)   RL 9-10.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | | 10/09 | 1. Jigsaw Independent Reading: Short Story (Washington Irving “The Legend of Sleepy Hollow”) (Smogorinsky, p. 42 -43), (Bomer, p. 9 – 10)    1. Divide the class into groups of four and assign each student in a group 1 of 4 sections of the story to read and respond to using their Critical Response Protocol sheet.    2. Whole class discussion   RL 9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grade 9 or 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | 10/10 | 1. Writing Activity:    1. Brainstorming activity (What would you like to have happened in the story? What do you really think happened to the main character?)    2. Each student will compose an alternate ending to the story (finish as homework)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 2**   |  |  | | --- | --- | | 10/13 | Weekly Objective: *Creating Mood in Narrative Essays and Poems*   * Due in class: Hand-written alternate ending (Heading = MLA format)  1. Present Alternate Endings in small groups ☺ 2. Essential Question Response (free-write): (Peter Elbow)   “What does it mean to have identity?”  “Who determines your identity; society, family, or you?”   1. (Hand-Out) Vocabulary Word List  * Students define and write sentences for each word to be turned in on Friday.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 10/14 | 1. *Read Aloud (play Audio of Author Reading) Exile* by Julia Alvarez 2. *Exile* by Julia Alvarez: (DR & TA /Modified Q&A Relationship) (Allen, p. 15)    1. *Inferences about the speaker, conflict, identity, and the imagery of swimming. (Graphic Organizer)*   *(Bomer, 94, 99)*   * + - *Envision in your “mind’s eye” what the author is describing.*     - *Describe and analyze what the uncles mean by “learning to swim.” What do you expect to happen to the speaker?*     - *What does the speaker describe as she talks about spreading her arms out like Jesus on the cross and learning to float rather than sink?*     - *Have you ever looked into the glass of a department store’s or business’ window? What did you see? Think about the way that your image was almost darker than the images of the setting behind you. How does this symbolize what the speaker is feeling near the end of the poem?*   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/15 | 1. Homework: Rough Draft Essay #1(Compose a 1 pager: 3 – 5 paragraphs)    1. Topic: If you were forced to travel to a new country and leave your whole life behind except one thing, what would you bring with you and why?    2. Heading = MLA format   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 10/16 | * Due in class: Rough Draft Essay #1  1. Exile by Julia Alvarez: Essay #1    1. Workshop: Small Group Feather Circles / Praise, Polish, Question (PQP) (Smogorinsky, p. 98)    2. Compose Final Draft for publication.    3. (Homework) Finish final draft. Bring something special with you to class that, if you were forced to move to a new country and leave your whole life behind except one thing, THIS would be what you would bring with you.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 10/17 | * Due in class: Published Essay # 1 + special item to share * Due in class: Vocabulary Definitions and Sentences  1. Book Talk: I Know Why the Caged Bird Sings by Maya Angelou 2. Students present their “special” items to the class and refer to their essays to describe what it means to them and why they would bring it 3. Vocabulary Quiz   L 9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |   **Week 3**   |  |  | | --- | --- | | 10/20 | Weekly Objective: *Author Perspective in Poetry and Other Media*   1. Essential Question response (timed free-write):   “Can you have freedom without identity?”   1. Whole class discussion of Essential Question 2. Partnership Reading: *Pawn Shop* by Sherman Alexie (Bomer, 10 – 11) 3. Silent, Small Group Discussion of the text (prompts provided in a hand-out) 4. Whole class discussion of the text 5. (Hand-Out) Vocabulary Word List    1. Students define and write sentences for each word to be turned in on Friday.   RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | 10/21 | 1. Interview with Kara Walker (Video) 2. Introduction and whole class discussion on Kara Walker’s Silhouette Art (Digital Images)    1. Critical Response Protocol – Kara Walker’s Silhouette Images 3. Students create their own Silhouette image that represents themselves.   R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate. | | 10/22 | 1. Students Finish their Silhouettes and compose 1- 2 paragraphs describing the significance of the image. (written on plain paper and pasted to the bottom of their image) – I will display their work    1. Students share in groups   L 9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | | 10/23 | 1. Author Biography: Joanne Hyppolite    1. Power Point 2. *Dyaspora* by Joanne Hyppolite    1. Students complete a Critical Response Protocol for the in text Image/Painting    2. Shared Reading of the text    3. Students listen to The Singing Nun “Dominique” and respond in writing to discussion prompt (what did you feel, reminds you of)    4. Students listen to “Centuries” by Fall Out Boy and respond in writing to discussion prompt (what did you feel, reminds you of)    5. Students respond independently to question prompts aligned with the text and discuss in groups    6. Whole class discussion of text   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/24 | * Due in class: Vocabulary Definitions and Sentences  1. Book Talk: Introduce Jumpstart the World by Catherine Ryan Hyde 2. Quick Write: Write about a time when you felt “alienated” or out of place. Turn in at the end of class. 3. Vocabulary Quiz   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 4**   |  |  | | --- | --- | | 10/27 | Weekly Objective: *Basic Organization of a Narrative*   1. Author Biography: Maxine Hong Kingston    1. Power Point    2. Visit Maxine Hong’s facebook page 2. (Hand-Out) Vocabulary Word List   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/28 | 1. *Woman Warrior* by Maxine Hong Kingston (Ch. 1 “No Name Woman”) 2. Small Group Reading: Jigsaw    1. Students respond to text independently (assigned sections)    2. Small Group Discussion    3. Whole class discussion   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/29 | 1. Silent Reading and (Review) 2. Opinion: Written Response ( 1 paragraph)    1. Was Hong’s family right to treat her aunt the way that they did?    2. Share in small groups and discuss 3. Students contribute questions to ask Ms. Kingston for tomorrow   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/30 | 1. Video Chat with Maxine Hong Kingston!!!    1. Journal about this experience   RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | | 10/31 | * Due in class: Vocabulary Definitions and Sentences  1. Book Talk: Introduce Whale Talk by Chris Crutcher 2. Silent Reading: Current outside reading or selected text of their choice. 3. Students will read silently from a text of their choice. They may try new locations in the room or even lie down on the floor to find a comfortable, quite place for intentional reading. (Bomer, p. 52 – 56) 4. Vocabulary Quiz   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* |   **Week 5**   |  |  | | --- | --- | | 11/03 | Weekly Objective: *Alternate forms of Narrative Literature*   1. Power Point Presentation: Gene Luen Yang 2. Interview with Gene Luen Yang (Video) 3. Introduction to Graphic Novels and Art (Historical Relevance and Digital Art examples) 4. Students create a comic strip of a significant event that occurred recently in their lives.   *R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.* | | 11/04 | 1. Essential Question response (free-write):   “Can a person change their identity (i.e. not just their name, clothing, and location, but who they are inside?)   1. Book Talk: *American Born Chinese* by Gene Luen Yang 2. Instructions for reading and response of the text 3. Timed Partnership Reading 4. Homework: Finish reading remainder of the section and write summery + journal response (MLA format)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 11/05 | 1. Feather Circles: Respond to Discussion Prompts related to Section 1. (Mason) 2. Timed Independent Reading 3. Homework: Finish reading remainder of the section and write summery + journal response (MLA format)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 11/06 | 1. Feather Circles: Respond to Discussion Prompts related to Section 2. 2. Timed Partnership Reading: Complete Q&A Relationship form and turn in at the end of class. 3. Homework: Write summery + journal response (MLA format)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | | 11/07 | * Due in class: Journal Responses (credit/no credit) * No Vocabulary for this week  1. Book Talk: The Fault in Our Stars by John Green 2. Silent Reading: Student Choice (Trying a new place – outside or in the hall/library/lunchroom) (Bomer, p. 52 – 56)   *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* |   **Week 6**   |  |  | | --- | --- | | 11/10 | Weekly Objective: *Procedures for Writing a Narrative*  Unit Project Workshop:   1. Introduction and Instructions:    1. Discussion of essay and project with examples of finished products displayed on projector as word documents 2. In class verbal activity: Brainstorming    1. Where the Big Wind Blows (April Pameticky, KATECon Presentation)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/11 | 1. Unit Project Workshop: 2. In Class discussion about identifying cultural traits within our writing territories    * Students will refer back to the writing territories that they created in Unit 1.1 in order to consider the following discussion prompts:    * Question: In what ways do your personal writing territories represent your cultural identity as an author?    * Question: What influences may have motivated your choices?      + Examples: Family (heritage), geographic location, age group, friends, academic interests, gender, religion, political views, etc. 3. In Class Writing Activity: (Brainstorming)  * Writing Territories (I will provide examples and instructions via Power Point, and then create my own on a Word document displayed on the projector. (Atwell, p. 4 – 8) * Students will use their previously composed writing territories documents to create a culturally themed writing territories document that is specifically aligned with the writing project for this unit * Hand-out with instructions provided   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/12 | 1. Unit Project Workshop: 2. In Class Writing Activity: (Brainstorming)  * Meditation: Close your eyes, picture a moment (just a moment) when you felt alienated or perhaps made someone else feel this way. Let your mind freely explore this moment:   + 1. Who was there?     2. How old were you?     3. What time of year was it?     4. Was it inside or outside?   b. Timed Free Write: Write for 10 minutes without stopping. Describe everything that you have imagined. If you get stuck, write the same word over and over until you get “unstuck.”  c. Modeled Example of an “in progress” 1st draft narrative essay   1. In Class Writing Activity: (Composing 1st Draft)  * Students will independently begin to compose their first drafts   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/13 | 1. Unit Project Workshop: 2. Lesson on Structure and Organization w/modeled 1nd draft displayed on the projector as a Word document 3. In Class Writing Assignment:  * Students will independently begin revising/completing their 1st drafts   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/14 | 1. Unit Project Workshop: (No Book Talk)  * Due in class: 1st Draft * Conference with me about ideas for project * In class workshop of first draft (assigned groups)   + Praise, Question, Polish (PQP)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 7**   |  |  | | --- | --- | | 11/17 | Weekly Objective: *Procedures for Writing a Narrative*   1. Unit Project Workshop:  * Due in class: 2nd Draft  1. Intro Lesson on Brush Strokes: Vivid writing! (Noden, p. 4 – 12)    * Painting with Participles    * Painting with Absolutes    * Painting with Appositives    * Painting with Adjectives Shifted Out of Order    * Painting with Action Verbs 2. In Class Writing Assignment:  * Students will independently work on adding vivid language to their drafts.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/18 | 1. Unit Project Workshop:  * Due in class: 3rd Draft (with vivid language)  1. Lesson on syntax and purposeful punctuation (Noden, p. 125 – 130) 2. In Class Writing Assignment:  * Students will independently begin revising/completing their drafts.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/19 | 1. Mini-Lesson on Creating Tantalizing Titles (Noden, p. 137) 2. Catch Up Day: 3. Students work on anything that is not completed and have the opportunity to conference with me in class with questions or for clarification. 4. Students who have conference with me and shown that their final drafts are ready for the next step may read quietly.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/20 | 1. Unit Plan Workshop:  * Due in class: 4th Draft (Unpolished final draft)  1. In Class Workshop:  * Students who are ready to “present” will trade with at least 2 other people for peer editing (Praise, Question, Polish)   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/21 | 1. Unit Project Workshop: (No Book Talk)   a. Mini-Lesson:   * + Creative Interpretative Art Examples: Includes videos and Images  1. In class time to work on projects  * Students who need to return to the library for a brief period of time to finish and print their final narrative drafts may do so during this time.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |   **Week 8**   |  |  | | --- | --- | | 11/24 | Weekly Objective: *Procedures for Writing a Narrative*   1. Library Day  * Due in Class: “Final Drafts” * Students will make corrections and type/print their polished, final essay drafts.   W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 11/25 | 1. Gallery Walks!  * Due in class: Final, typed Narrative Essay & Projects * Snacks Provided * Students have the opportunity to share their finished products to their peers!   L 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening. | | 11/26 | No School/Holiday | | 11/27 | No School/Holiday | | 11/28 | No School/Holiday | |

**English II Unit Project: Who am I if I am not Me?**

Cumulative Project: 100 pts.

**1.) Narrative**

We have spent some time learning about several different characters and real life authors who have struggled with their own identity and culture. Compose a personal narrative about a time when you felt alienated or perhaps acted in such a way that made someone else feel this way. Describe how this situation affected the way that you feel about your own cultural identity.

You can choose to write this narrative in either 1st or 2nd person Point of View. As you decide this and other aspects of the essay, e.g., word choice, sensory details, symbols, and metaphors, think about who you want your audience to be (could be your classmates, a teen audience, or perhaps another audience that you have in mind). What information will they need and how they will need that information presented in order to effectively understand your authorial perspective and perhaps even identify with one or more of the characters.

**Specifications:**

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| MLA Format | * 1 inch margins on top, bottom, and both sides of paper * Page number and your surname in upper right hand as a running header * Your full name, my name, English II – 7, the completion date, and word count in the upper left hand corner. * Double spaced * Typed: 12 pt New Times Roman font * No citations will be require |
| Word Count | 250 - 500 words (roughly 2 pages typed and double spaced in MLA format). You may write more than 500 words, but please keep in mind that your essay is purposefully crafted. |
| Body Paragraphs | Please respond to the question prompts that are listed below in your essay:   1. Who was involved? What defining characteristics could you use to describe them? What was your relationship to them? 2. Setting: When/where did the event take place? Was it in one place or several? Use your brush strokes to make those details pop! ☺ 3. How did you feel about what happened? Why? 4. How did the other person/people act? Why do you think this? 5. How did you react? 6. What would you have done differently or wish had been done differently by someone else? 7. Has this affected the way that you see yourself? If so, how/why? 8. How has this affected/strengthened the way you feel like you fit into your culture? In what ways has this occurred? |

**2.) Creative Interpretation**

Create and present an artistic representation of some aspect of your cultural identity. This project will help each of us gain a deeper understanding of our culture and how it affects us as individuals, as well as those around us!

**Examples:**

Possible modalities that you might use are: a drawing, painting, sculpture, mask, song performance, newspaper clipping, performance, dance, traditional food dish, digital slide show or movie scene, or photographic representation

Remember, our cultural identity is not limited to where we live. Our culture is made up of many aspects of our lives. In fact, we each have many cultures that make up our cultural identity. Below are a few of the things that make up who we are as individuals: home & family, work, school, religion, ethnicity, gender, friends, love, hobbies, age, interests, politics, language(s), community, and traditions.

**Important Dates:**

11/12/2014: Bring list of topic ideas

11/14/2014: Bring 1st Draft to class for workshop & Conference with me about your project idea

11/21/2014: Bring Edited Draft to class for typing (Library Day)

11/26/2014: Due: Final Narrative Essay Draft and Project for Gallery Walk

**Point Values**

40 pts - Narrative Essay

40 pts - Project

20 pts - Participation and Preparation

**Please attach pages 3 and 4 to the back of your narrative essay.**

**Rubric (Narrative Essay) 50pts**

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| |  | | --- | | Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Workshop Participation** | Completed rough draft provided for all workshops. Provides feedback and/or edits for peers. | Completed rough draft brought on some due dates. Provides feedback and/or edits for peers. | Provides feedback and/or edits for peer, but own rough draft was not ready for editing. | Rough draft not ready for editing and did not participate in reviewing draft of peer. |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking. | Uses other people\'s ideas, but does not give them credit. |
| **Mechanics** | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |
| **Requirements** | All MLA requirements are met. | One MLA requirement was not met completely. | More than one MLA requirement was not completely met. | MLA format does not exist. |

**Rubric (Performance Project) 50pts**

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| |  | | --- | | Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| --- | --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** | **Score** |
| **Creativity** | Totally original design, no element is an exact copy of designs seen in source material. | Most of the mask elements are unique, but 1 element may be copied from source material. | Some aspects of the mask are unique, but several elements are copied from source materials or other students. | The mask is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied). | The Student did not produce a mask. |
| **Time and Effort** | Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in very little effort. | The student did not participate in work time. |
| **Knowledge about Culture/Story** | The student can answer 3 questions correctly about how the project relates to the culture or story being studied. | The student can answer 2 questions correctly about how the project relates to the culture or story being studied. | The student can answer 1 question correctly about how the project relates to the culture or story being studied. | The student does not understand how the project relates to the culture or story being studied. | Student does not have a project to present at gallery walk. |

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Noden, H. R. (2011). Image grammar: Teaching grammar as part of the writing process. Portsmouth, NH: Heinemann.

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